



LESSON PLANS

**爸爸，我還不想睡**

**PAPA, I'M STILL NOT SLEEPY**

## Objectives:

- Students will share and discuss their own bedtime routines.
- Students will connect and engage the text with their prior knowledge and personal experience.
- Students will recall the key ideas in the story.

## Materials:

- Papa, I'm Still Not Sleepy Book / connect App to projector.

## Lesson:

### Pre-Reading Discussion [15 mins]:

Teacher will lead class discussion with the following questions:

- What do you do every night before you go to sleep?
- Do you try not to get to bed?
- What do your parents try to do to get you to bed?

Note:

If students are using the vocabulary from the text, write it down on the board.

If students are using the vocabulary in their home language, write down the words in the home language next to the words in English.

Example:

Routines -

- Drink
- Toilet
- Brush teeth 刷牙
- Read a book
- Say good night
- Hug parents

### Read aloud in English [20 mins]:

- Essential question: How do we read a story?
- Teacher will try to get the students recall the 3 important components of a book.
  - Title – Papa, I'm Still Not Sleepy
  - Authors – Woo Yen Yen & Colin Goh
  - Illustrator – Colin Goh
- Introduce the story in the Home language: read silently, in pairs, or teachers can play the audio from the APP.
- Teacher will introduce the story and the characters with help from the students (Use home

language if necessary to provide a map to the story).

- This is a story about how Papa Bao is trying to get Baozi to go to sleep.
- The characters are Prince Cha Shao Bao (Baozi), Emperor Red Bean Bao (Papa Bao), and Empress Custard Bao (Mama Bao).
- Teacher will read aloud with dramatic effect, pausing at relevant points to bring focus to the students. Suggestion: get students to make the sound effects.
- Teacher will elicit responses, guesses and predictions from students by asking questions in the Home Language.

Along the way, ask a few questions but do not pause too many times such that the flow of the story is affected.

- [ Cover page ] Look at Baozi. Do you think he is ready to sleep? Why do you say that?
- [ Page 2-4 ] Look at Baozi. Are you like that too?
- [ Page 5-8 ] How do you think Baozi is feeling? How about Papa Bao?
- [ Page 12 ] What do you think Baozi is actually trying to do?
- [ Page 13 ] What do you think will happen next? Do you think Papa Bao will succeed in getting Baozi to go to sleep?
- [ Page 20 ] Do you think Papa Bao's behavior is similar to Baozi's?

### **Post-Reading informal assessment [5 mins ]:**

Check for understanding.

Students raise their hands for YES, and place a hand on the head for NO:

1. Papa wants to get Baozi to go to sleep. (YES)
2. Baozi really wants to go to sleep. (NO)
3. Baozi is playful.(YES)
4. Baozi wants Papa to carry him. (NO)
5. Baozi wants Papa to read him a story. (YES)
6. Papa reads Baozi a very exciting book. (NO)
7. Papa and Baozi are similar to each other. (YES)

### **Post-Lesson Assignment [5 mins]:**

Teacher will request the students to re-tell the story to their parents. Ask parents what lullabies are sung at home. Parents and students will be able to use the APP to access the story and song at home.

### **Self-practice:**

Practice reading aloud and games on the APP at home.

## RECOGNIZE – NOUNS

### Objectives:

- Students will be able to recall the story.
- Students will connect words in their home language with the target language.

### Materials:

- “Papa, I’m Still Not Sleepy” book.
- Handout: “Papa Vocabulary List”.
- Bilingual flash cards (teachers can make the flash cards by printing one language on one side and in another language on the other side).
- “Papa” key words worksheet.
- Notebook.

### Lesson:

#### Discussion [10 mins]:

Teacher will start the class discussion with the following questions:

- Were you able to tell your parents the story last night?
- What did your parents think about Baozi?
- How did they feel about Papa Bao?
- Did they enjoy singing the lullaby?

#### Introducing key words [10 mins]:

- Essential question: What are the nouns in this book?
- Teacher will try to get the students to recall the 3 important components of a book taught in the previous lesson. “Who are the makers of this book?”
  - Title – Papa, I’m Still Not Sleepy.
  - Authors – Woo Yen Yen & Colin Goh.
  - Illustrator – Colin Goh.
- Use the bilingual flash cards to teach the key words in the book:  
Target words: bed, teeth, pajamas, story, pillow, boots, lullaby, dream, clouds, minutes.

#### Recall Activity [10 mins]:

Teachers flash the Home Language cards and get students to guess the Target Language words. Do it the other way around too.

#### Evaluation [5 mins]:

- Work on the noun-worksheet linking Home and Target languages.  
Or
- “Papa” visual worksheet.

#### Self-practice:

Practice reading aloud and games on the APP at home.

# "Papa, I'm Still Not Sleepy"

## Nouns worksheet

NAME:

CLASS:

NUMBER:

DATE:

Bed

Teeth

Pajamas

Story

Pillow

Boots

Lullaby

Dream

Clouds

Minutes

故事

枕頭

靴子

床

睡衣

牙

夢

分鐘

搖籃曲

雲

# "Papa, I'm Still Not Sleepy"

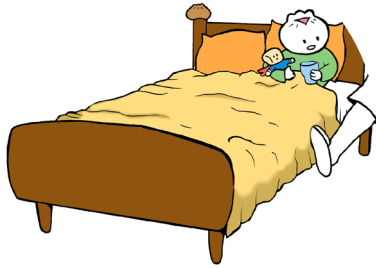
## Nouns worksheet

NAME:  
CLASS:  
NUMBER:  
DATE:

Draw a picture of the word you see.

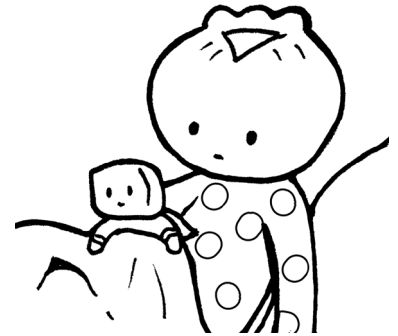
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Bed



Teeth

Pajamas



Story

Pillow

Boots

Lullaby

Dream

Clouds

Minutes

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## RECOGNIZE – KEY VERBS

### Learning Objectives:

Students will be able to connect verbs and actions.

### Materials:

- Target Verb List: says, go, brush, playing, read (point out that read’s past tense is “read”), hear, sleep, grow, sing, dream, floating, love, playing
- “Papa verbs” worksheet: target language and picture.

### Lesson:

#### Pre-Reading Recall [5 minutes]:

- Teacher will read the following statements to the class.
  - Show a thumbs-up for YES.
  - Show a thumbs-down for NO.
  - Get the students to explain or share their opinion if their answers are different from the rest.
- Papa wants Baozi to go to sleep (YES)
- Baozi really wants to go to sleep (NO)
- Baozi wants to play (YES)
- Baozi is thirsty (YES / NO)
- Papa reads Baozi a good story (NO)
- Baozi’s bed is very comfortable (YES/ NO) (use evidence from the text)

#### Introduction to verbs [20 minutes]:

- Essential question: What are the verbs in this book?
- Explain that verbs are action words.
- Go over the verbs in the book, asking the kids to make an action with each verb:
  - p. 1 “says”
  - p. 2 “go, brush”
  - p. 3 “playing”
  - p. 4 “playing”
  - p. 5 “read”
  - p. 7 “hear”
  - p. 8 “read”
  - p. 13 “read”
  - p. 14 “sleep, grow”
  - p. 15 “sing”
  - p. 16 “dream, floating”
  - p. 18 “sleep, love”
  - p. 20 “playing”
- Teacher reads the book in English. Every time students hear a “verb”, they make the action for the verb.

**Informal assessment [15 minutes]:**

In pairs, use verb flash cards for “Papa” to test each other.

“Baozi, Baozi go to sleep!” and show the verbs to each other in their home language. The one who says the word in English first gets a point. Whoever reaches 3 points wins and it starts all over again.

**Assessment [5 minutes]**

Students connect the words, “Papa” verbs worksheet

**Self-practice:**

Practice reading aloud and games on the APP at home.



# "Papa, I'm Still Not Sleepy"

## Verbs worksheet

NAME:

CLASS:

NUMBER:

DATE:

Connect the correct word to the image



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Love 愛

Grow 長

Dream 夢

Brush 刷

Read 讀

Play 玩



•



•



•



•



•



•

Say 說

Go 去

Hear 聽

Sleep 睡

Sing 唱

Float 漂浮

## RECOGNIZE – KEY VERBS

### Learning Objectives:

- Students will be able to connect verbs and actions.
- Students will be able to identify the -ing and -ed form.

### Materials:

- Verbs with -ing and -ed worksheet.
- PPT: list of words with -ing and -ed ending.

### Lesson:

- Essential question: What is the difference between verbs with the -ing form and the -ed form?
- [15 mins] Recall words from the last lesson by showing students flash cards in Home Language and asking for the translation in English.
- [5 mins] Why do some words have -ed or -ing at the end? What is the difference between playing and played? Teacher introduces the -ing form by explaining that adding -ing is used to indicate that something is still happening. And -ed indicates something that has already happened. Sometimes there are exceptions eg. sing and sang, read and read.
- [5 mins] Teacher asks students to demonstrate "they are jumping" and "they jumped". "When the teacher says "They are jumping", students should be jumping. When the teacher says, "they jumped", the student should stop jumping.

### Assessment & Closure :

- [15 mins] Use PPT to discuss words for the worksheet with students and then have students fill in the sheet individually.
- [5 mins] Close the lesson by having students read the words out loud.

### Self-practice:

Practice reading aloud and games on the APP at home.

# "Papa, I'm Still Not Sleepy"

## Worksheet

Verb + ing

Verb + ed

動詞 + ing = 現在進行的動作

動詞 + ed = 過去的動作

NAME:

CLASS:

NUMBER:

DATE:

1. Say	Saying	Said
2. Go		Went
3. Brush		Brushed
4. Play	Playing	
5. Read		Read
6. Sing		Sang
7. Dream		
8.		
9.		Said
10.		Read

## EXTEND – FAVORITE FOODS IN ENGLISH

### Learning Objectives:

- Students will be able to make the food they like with clay
- Students will be able to introduce their clay foods to the class in English

### Materials:

- Clay in different colors
- Board for writing the words that students need
- Post-its
- Notepads

### Lesson:

- Essential question: What are the words for our favorite foods?
- [25 mins] Teacher writes the word "Favorite" on the board. Teacher explains the meaning of "favorite". Use home language "最喜歡".
- Form groups of three to discuss and make their favorite foods with clay. [Students will have to prepare to introduce their favorite foods to the class in English. "My favorite food is \_\_\_\_\_".
- As the students are making their favorite foods, the teacher walks around with post-its to write down the English names of the foods for students.
- Teacher writes the names of the foods on the board so the whole class can see.
- [10 mins] Students introduce their favorite foods to the class. Eg. "My favorite food is rice."

### Informal assessment & closure:

- [10 mins] Teacher goes over the foods listed on the board asking, for example, "Who's favorite food is \_\_\_\_\_?" And the students say, for example, "John's favorite food is braised pork rice".
- Closure: Students draw and write down the names of the food items they learned about in class.

### Self-practice:

Practice reading aloud and games on the APP at home.

# RECOGNIZE – SIGHT WORDS

## Learning Objectives:

Students will be able to recognize the following sight words:

I' m	not	of	you	your
you' ll	my	is	go	more
a	one	on	to	about
and	the	alright	again	in
don' t	any	off	but	haven' t
me	if	okay	be	

## Materials:

- Sight words list on PPT.
- Rubber bands or clothes pegs. Anything that is tactile that can be used to highlight the word on the page.
- "Papa" roll and read sheet

## Lesson Flow:

- [5 mins] Essential question: What are those small words in texts that are neither nouns nor verbs? How do we read them?
- [20 mins] Teacher introduces the list of sight words. Asking students to repeat after. Clarify meaning and pronunciation where necessary.
- [10 mins] Teacher reads a few page aloud and asks students to use their rubber bands or pegs to highlight or count some of the sight words on the page. Eg. Turn to p. 2. Where is the word "go"?

## Informal assessment and closure:

- [10 mins] Rapid recognition sheet. Work in pairs to toss a dice. Student reads aloud all the sight words under the number tossed.
- Teacher walks around to assist.

## Self-practice:

Practice reading aloud and games on the APP at home.

# "Papa, I'm Still Not Sleepy"

## Sight words (PPT)

NAME:

CLASS:

NUMBER:

DATE:

- I'm                      I am
- Not
- Of
- You
- Your
- You'll                      You will
- My
- Is
- Go
- More
- A
- One
- On
- To
- About
- And
- The
- Alright
- Again
- In
- Don't                      Do not
- Any
- Off
- But
- Haven't                      Have not
- Me
- If
- Okay
- Be



# "Papa, I'm Still Not Sleepy"

## Worksheet: "Papa" Roll and read sight words

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I' m	not	of	your	my	is
you	go	more	on	a	one
to	about	and	into	alright	again
the	in	don' t	any	off	but
haven' t	me	if	you' ll	okay	be
1	2	3	4	5	6



## PERFORM

### Learning objective:

Students will form groups to rehearse and perform “Papa, I’m still not sleepy”.

### Materials:

- Papa, I’m Still Not Sleepy
- Vocabulary PPT: Teacher will introduce terms like “actors”, “director”, “props”, “rehearsal”, “audience”, and “sound effects”

### Lesson

- Essential question: How will we perform “Papa, I’m still not sleepy”?
- Teacher introduces the terms, “actors”, “director”, “props”, “rehearsal”, “audience”, and “sound effects”
- Form groups of 3 for the read-aloud.
- Groups work on their own reading aloud and teacher walks around to help
- Students make decisions about the role of each person, filling in the role form.
- Group practice
- Closure: teacher goes through the rubric to explain what are good performances.

NOTE: Depending on the progress of the students, the performance could just cover selected pages. Alternatively, each group can also perform 5 pages.

### Self-practice:

Practice recording and listening to the self through the APP.



# "Papa, I'm Still Not Sleepy" Performance (PPT)

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actors  
演員



director  
導演



props  
道具



rehearsal  
彩排



sound effects  
音效



audience  
觀眾

# "Papa, I'm Still Not Sleepy" Performance

Pages: \_\_\_\_\_ to \_\_\_\_\_

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Actors:

1. Baozi 包子: \_\_\_\_\_

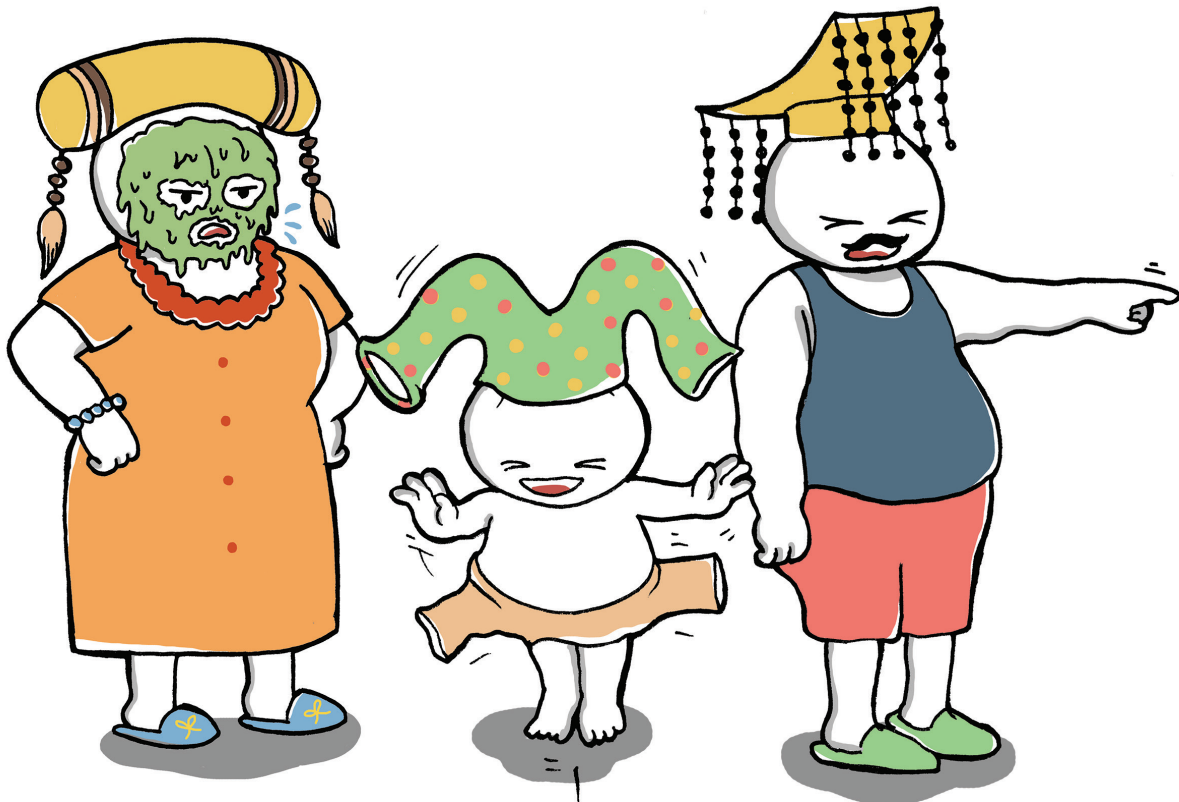
2. Custard Bao (Mama Bao) 奶黃包: \_\_\_\_\_

3. Red bean Bao (Papa Bao) 豆沙包: \_\_\_\_\_

Sound effects: \_\_\_\_\_

Director: \_\_\_\_\_

Props: \_\_\_\_\_



# "Papa, I'm Still Not Sleepy"

## Performance Rubrics

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	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)
Pronunciation, Clarity	Reads/ performs with very clear and correct pronunciation	Reads/ performs mostly clearly and with correct pronunciation	Reads/ performs with a few unclear parts and incorrect pronunciation
Fluidity	Reads/ performs with very good pace with suitable pauses.	Reads/ performs at a good pace with mostly suitable pauses.	Reads/ performs at a good pace with some lapses and hesitation.
Volume	Reads/ performs at a very suitable volume.	Reads/ performs at a mostly suitable volume with a few inaudible parts.	Reads/ performs at a volume that is difficult to hear.
Intonation, Expression	Reads/ performs with very suitable emotions. The audience is always engaged in the reading.	Reads/ performs with mostly suitable emotions. The audience is mostly engaged with the reading. Occasional monotone or exaggeration.	Reads/ performs mostly in a monotone or with exaggeration. The reading loses the attention of the audience.

# PERFORM

## Learning objective:

Students will perform "Papa, I'm still not sleepy" with the correct expression

## Lesson:

Allow students enough time to rehearse for the performance prior to performance day.

1. [30 mins] Each group performs their skit
2. [15 mins] At the end, discuss each group's skit based on the rubric, so that students know what they did well in and also areas for improvement.

## Assessment:

Teacher gives a grade to each group based on the rubric

	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)
Pronunciation, clarity	Reads/ performs with very clear and correct pronunciation	Reads/ performs mostly clearly and with correct pronunciation	Reads/ performs with a few unclear parts and incorrect pronunciation
Fluidity	Reads/ performs with very good pace with suitable pauses.	Reads/ performs at a good pace with mostly suitable pauses.	Reads/ performs at a good pace with some lapses and hesitation.
Volume	Reads/ performs at a very suitable volume.	Reads/ performs at a mostly suitable volume with a few inaudible parts.	Reads/ performs at a volume that is difficult to hear.
Intonation, expression	Reads/ performs with very suitable emotions. The audience is always engaged in the reading.	Reads/ performs with mostly suitable emotions. The audience is mostly engaged with the reading. Occasional monotone or exaggeration.	Reads/ performs mostly in a monotone or with exaggeration. The reading loses the attention of the audience.

## CREATE

### Learning objective:

Students will draw their own story of how they themselves go to bed and the tricks that they get up to.

### Materials:

- 4-panel blank comic strip
- PPT of questions for interviews
- Handout of questions for interview and notetaking.
- “Papa” word list

### Lesson:

1. Prepare before this class: ask students to go home and ask their families how they would go to sleep .  
Was it easy to put me to sleep?  
What did I do before I went to sleep?  
Were there tricks that I got up to?  
What methods did you use?

They can make notes through pictures, through recording, through any of the words they know. Show a sample of notes to let students know how to take notes. Encourage students to use the words learned by providing the list for them to use in their notes.

2. Essential question: How do I make a 4-panel comic about my routine of going to sleep?
3. (10 mins) Form small groups of 3 to discuss the results of the research. Are they similar or different in their routines? Use the words from the “Papa” word list as far as possible.
4. (25 mins) Students start work on their own 4-panel comics in sequence with the character falling asleep in the final panel. Refer to the book to see if there are words that can be used. Teacher checks in with the students to see if there are words they can use. Teacher can make suggestions.
5. [10 mins] Students present their 4-panel comics to the class.

## Evaluation:

	To a very great extent (5pt)	To a great extent (4pt)	To a moderate extent (3pt)	To some extent (2pt)	To a small extent (1pt)
Speaking: To what extent is the student able to participate in a collaborative discussion?					
Expression: To what extent is the student able to create visuals to represent experience					
Writing: To what extent is the student able to apply the words learned to their own experience?					

# “Papa, I’m Still Not Sleepy”

## Questions for families + how to take notes

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Was it easy to put me to sleep?  
What did I do before I go to sleep?  
Were there tricks that I got up to? What were they?  
What methods did you use?

### **Sample notes**

Was it easy to put me to sleep?  
Yes  
No

What did I do before I went to sleep?

- 
- 
- 

Were there tricks that I got up to? What were they?

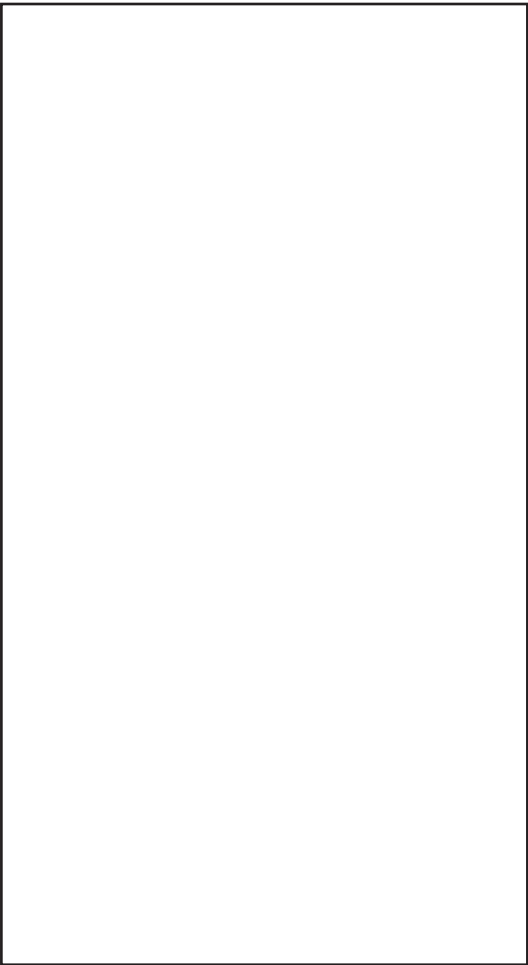
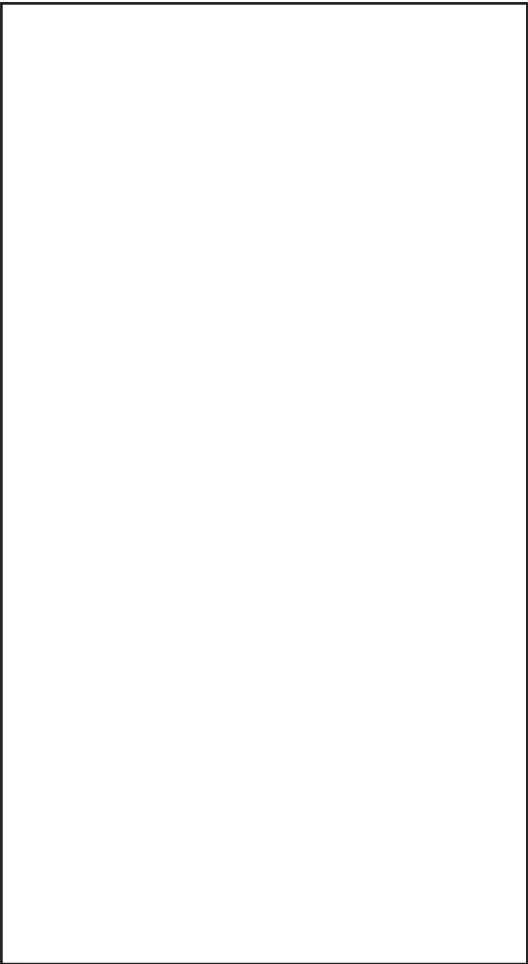
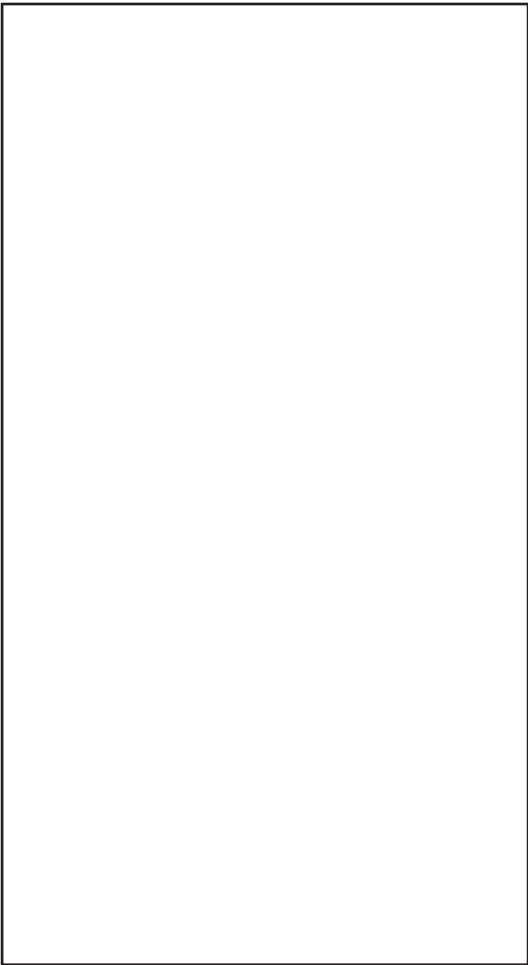
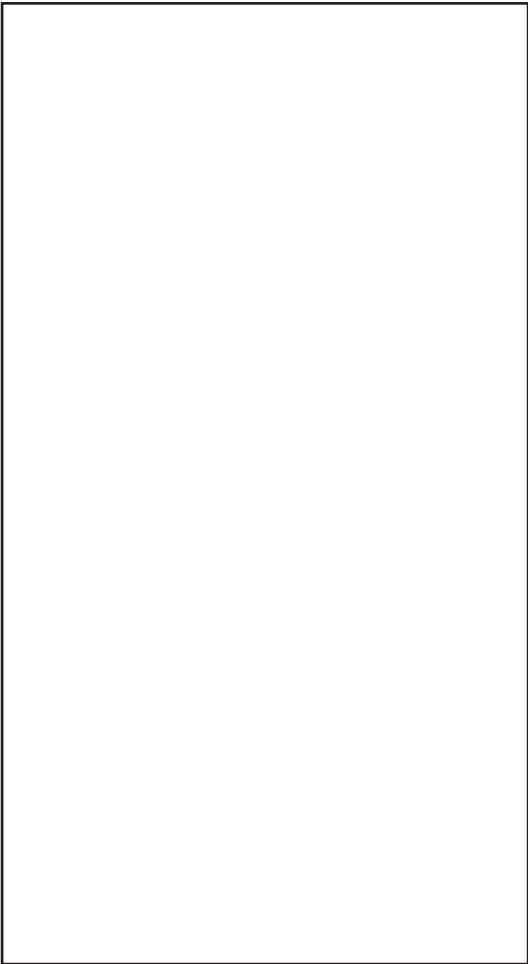
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What methods did you use?

- 
- 
-

# “How I go to bed” Comic sheet

NAME:  
CLASS:  
NUMBER:  
DATE:





# "Papa, I'm Still Not Sleepy"

## Complete vocabulary word list

Use these words for your comic strip!

Bed	Lullaby	Brush	Sing
Teeth	Dream	Playing	Dream
Pajamas	Clouds	Read	Floating
Story	Minutes	Hear	Love
Pillow	Says	Sleep	Playing
Boots	Go	Grow	



### Learning objective:

1. Students will be able to ask questions about sleep.
2. Students will go teach their parents what they have learned about sleep.

### Lesson:

1. Essential question: Why do we need sleep? Why is Papa Bao trying to get Baozi to sleep?
2. In small groups of 3 or 4, students come up with questions they have about sleep.
3. Teacher leads discussions of the following and student questions:

# "Papa, I'm Still Not Sleepy" Quiz

NAME:

CLASS:

NUMBER:

DATE:

- 
1. Our body needs sleep so that:
    - 1) we save electricity
    - 2) our muscles and bones can grow
  2. When we get good sleep, we can:
    - 1) be in a better mood
    - 2) be in a worse mood
  3. When we don't get good sleep, we are:
    - 1) cheerful
    - 2) grumpy
  4. How many hours of sleep do children need to have each night?
    - 1) 10 hours
    - 2) 3 hours
  5. When I cannot sleep, I should:
    - 1) turn on the light
    - 2) turn off the light
  6. Playing on the iPad just before going to sleep will:
    - 1) help me sleep better
    - 2) make it harder to fall asleep
  7. Which is better for sleep?
    - 1) play video games all day
    - 2) run and play outside
  8. Before I go to sleep, I should:
    - 1) eat a big meal
    - 2) drink a sip of water



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